DOCUMENT RESUME

ED 399 746 EC 305 085

AUTHOR Valletutti, Peter J.; And Others
TITLE A Functional Curriculum for Teaching Students with Disabilities. Volume II: Nonverbal and Oral Communication. Third Edition.
REPORT NO ISBN-0-89079-636-X
PUB DATE 96
NOTE 309p.; Second edition title was: "Teaching the Moderately and Severely Handicapped." For all 3 volumes, see EC 305 084-086.
AVAILABLE FROM PRO-ED, 8700 Shoal Creek Blvd., Austin, TX 78757-6897 ($33; $89 for the 3-volume set).
PUB TYPE Books (010) -- Guides - Non-Classroom Use (055)

EDRS PRICE Document Not Available from EDRS.
DESCRIPTORS Augmentative and Alternative Communication; *Communication Disorders; Communication Skills; *Curriculum; *Disabilities; Early Intervention; Elementary Secondary Education; Expressive Language; *Instructional Development; Interpersonal Communication; Language Acquisition; *Nonverbal Communication; Oral Language; Preschool Education; Receptive Language; Skill Development; *Verbal Communication

ABSTRACT

This second of three manuals providing a functional curriculum for students with disabilities focuses on the development of nonverbal and oral communication skills. An introductory chapter provides an overview of the curriculum and offers guidelines for developing instructional plans for the following two units of study. Unit 1 considers the development of nonverbal communication, including use of common gestures, use of vocal tones to communicate feelings, appropriate responses to facial expressions and gestures, and use of augmentative and alternative means of communication. Unit 2, on verbal communication development, covers the motor, auditory, vocal, play, and interactive skills developed during the preverbal stage, the one-word stage, and subsequent stages of linguistic development. The curriculum focuses on acquisition of the necessary oral communication skills within the social context, in the following settings: learning, interpersonal interactions, work situations, leisure time pursuits, family participation, community participation, financial transactions, and travel within the community. Each unit presents general goals, sample lesson plans, and suggested readings, and a list of selected materials and resources. Suggested activities are grouped into teacher interventions and family interventions, and then further specified into four distinct age/grade levels: infant/toddler/preschool; primary; intermediate; and secondary. Each unit contains references. (DB)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********